

2.3 Pupil Behaviour

1. Rationale

Wigmore School is fully committed to maintaining a safe, happy and inclusive environment that is conducive to effective teaching and learning. Our pupils are the citizens of tomorrow and we recognise that we hold an important position in the wider community. Therefore, it is of the upmost importance that Wigmore School takes a proactive role to shape our pupils into fully developed and valuable citizens.

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, with staff and with visitors or other persons within/outside the school premises.

2. Aims of Behaviour Policy

- To promote opportunities for pupils to take responsibility for behavioural issues and involve pupils in the decision making process.
- To promote consistently high expectations of pupils.
- To encourage good behaviour and instil respect for others.
- To encourage an ethos of self-discipline among pupils.
- To create an environment in which achievements are recognised and celebrated.
- To ensure that prompt, effective and appropriate action is taken whenever inappropriate behaviour is encountered or reported.
- To promote self-esteem, self-discipline, and proper regard for authority and positive relationships based on mutual respect.
- To ensure fairness of treatment for all by encouraging consistency of response to both positive and negative behaviour.
- To promote early intervention.
- To providing a safe and caring environment free from disruption, violence, bullying and any form of harassment.
- To encourage a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures.
- To prevent all forms of bullying.

3. Intended Pupil Outcomes

The promotion of positive behaviour at Wigmore School aims to reinforce the following to pupils:

- A belief that they can make a difference to the wider community.
- Respect for themselves including: pride in their appearance, behaviour, achievement and instil high expectations.
- Respect for all staff.
- Respect for others and an understanding of how their actions affect others' feelings.
- Respect for individuality and the rights of others to their own opinions, cultures and beliefs.
- Respect for their environment including the school and other people's property.

4. Expectations of Pupils

The **Code of Conduct Policies** set out standards expected of pupils. In both the high school and primary school these standards are based around the school mission statement 'Enjoying learning together'.

At the primary school the code of conduct contains a list of basic rules which are reviewed by the senior leadership team at the start of each academic year. In September each teacher, with their class, establishes and then displays, a list of 5 or 6 classroom rules. Class rules are shared with parents at meet the teacher evening at the start of the autumn term.

At the high school the code of conduct is regularly discussed during tutor time and assemblies. The school council is involved in the regular review of the code of conduct.

The School also has a screen, search and confiscation statement which is available from the school.

5. Roles and Responsibilities

5.1 Headteacher

The Headteacher is responsible for ensuring the Policy is effectively implemented and adhered to on a day-to-day basis. He is also responsible for reporting the impact of the Policy to the Governing Body in order to ensure its effectiveness and allow any necessary changes to take place.

He will ensure staff members receive appropriate training regarding their statutory powers and that they feel supported in their use of those powers in relation to discipline.

Finally, the responsibility for excluding pupils, once all other avenues have been explored, ultimately belongs to the Headteacher.

5.2 Teachers and Support Staff

All teachers and support staff are required to promote the principles contained in this policy. Specifically, staff are expected to:

- establish high standards for their pupils and hold them to account for breaching standards;
- be fair and consistent in both their rewarding and celebrating of good behaviour and in their disciplining of poor behaviour;
- act promptly to intervene in instances of poor behaviour or breach of the Code of Conduct;
- allow pupils to make choices in order for them to understand the consequences of their actions;
- be prepared to challenge pupils when behaviour is not of the expected standard and not ignore poor behaviour;
- create a learning environment that encourages independence and a sense of pride in achievement.

5.3 Pupils

The school will encourage pupils to take responsibility for their own learning and behaviour and provide opportunities for pupils' positive involvement in the life of the school and community.

5.4 Parents/Guardians

Parents and carers will be encouraged to work in partnership with and support the school to ensure that their child maintains high standards of behaviour. In instances of unacceptable behaviour, the school will decide at which point parents/carers are to be involved.

6. Rewards and Sanctions

The procedures to promote positive behaviour and deal with behaviour that falls below expectations are set out in the **Rewards and Sanctions Policies (high & primary)**.

7. Support

For those pupils who consistently do not follow the school's Code of Conduct, the school will endeavour to provide, as far as is practical and within its capabilities, support through a range of strategies outlined in the school's **Rewards and Sanctions Policies (high & primary)**.

8. Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

9. Communication

The school's Behaviour Policy, Code of Conduct Policy and Rewards and Sanctions Policy will be regularly communicated to all stakeholders through assemblies, tutor time / class time, class displays, letters, emails, website and meetings.

10. Recording and Monitoring

The school will monitor behaviour incidents in order to identify issues or trends. Staff will receive individual and collective feedback on behaviour management issues and the outcome of referrals assuring appropriate levels of confidentiality.

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| Person Responsible | Sarah Steer |
| Last Updated | September 2017 |
| Review Date | September 2018 |

